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ABSTRACT

This document evaluates the counseling aspect of the Modular Achievement Program (MAP) at Bowling Green State University. Following a review of the overall functions and activities, the programs relationship with MAP component programs is discussed. Related documents are HE 005 102, 005 083, 005 078, 005 082, 005 081, 005 101, 005 077, and 005 079. (MJM)

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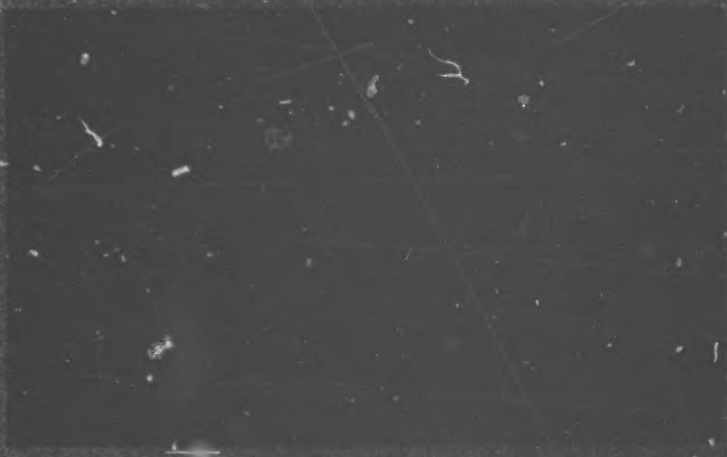

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The Counseling Services in MAP: An Evaluation

1972-73

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Summer, 1973

MAP COUNSELING EVALUATION

I. Introduction

II. Overall Functions and Activities

III. Relationship with MAP Component Programs: Little College, Humanities Cluster and Science Cluster

IV. Summary

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I. Introduction

Perhaps the most vaguely defined area of the Modular Achievement Program was that of Counseling. The early portion of the first year of operation seemed to be centered around conceptualizing our roles and responsibilities to the students, faculty, and ourselves. This time was filled with much frustration.

One of the problems that created this confusion involved some pre-conceived notions of our roles by people unfamiliar with the areas of counseling and student personnel. It took a while to actually clarify what our area was all about. We did this through presenting a statement of MAP counseling, explaining our responsibilities, rationale for these various functions, and possible means of assessment (Appendix A). At that point in time we defined ourselves as best we could. We realized that our roles and functions might be subject to change depending on the needs of the students, faculty and program.

The staffing of the counseling area formally included two people: Roman Carek had a ½ time appointment to the program. He was a Ph.D. counseling psychologist affiliated with the University Counseling Center. The other appointment was Diane DeVestern, MA-student personnel, who entered under the title of Residential Coordinator of Cluster Colleges - MAP Counselor. The residential coordinator title was a carry over from her work the previous year with the Humanities Cluster College - a residentially based academic program. Her appointment was full-time. A third person, Nancy Wygant, Ed.D. counseling psychologist from the University Counseling Center, volunteered her services to the program throughout the year. This was inspired by her interest in MAP.

We proceeded to embark on the first year of a new experience. Having a student affairs area formally indicated in an academically based program would prove to be a revelation for all concerned.

II. Overall Functions and Responsibilities

A. Provision of individual counseling for students in the areas of personal, vocational and academic problems.

1. Personal counseling amounted to a small proportion of our time. In the freshman year students usually turn to their resident advisors if they are having difficulties.

2. Vocational Counseling proved to be a large area of concern among our students. Many had not decided upon majors and others were unsure of the majors they had declared. Some were confused as to the actual job possibilities that their major would prepare them for, along with the actual demand of the job market. We made referrals to the placement office and in some cases arranged a meeting with one of the placement counselors, the student and ourselves. We made the student aware of the resources of the BGSU placement center. It became clear that there was a need to offer a Career Life Planning Workshop so that students could become more aware of their interests, abilities, and values, in light of making some decisions about majors and careers.

3. Academic Advising was also a responsibility taken on by the MAP staff. Because MAP was new on campus, the traditional system of faculty advisement did not apply in most cases. Students approached the Counseling Staff with basically two areas of concern. One was a more detailed description of

how MAP component programs would be compatible with an individual's major, college, and degree requirements. The other questions reflected a need for information about how a university and college is structured in terms of credit hours, group requirements - in general how to interpret the BGSU catalogue. The area of academic advisement required a coordination with the three college offices (Arts & Sciences, Business Administration, and Education) where assistant deans familiarized themselves with the specifics of MAP. Likewise the Counselors had to develop expertise in advising on the various degree programs at BGSU.

4. Assessment

At the end of the year we surveyed the MAP population to determine our frequency of meeting and effectiveness with students in a counseling capacity. The following were the results to some specific questions on our survey: (Appendix B)

Questionnaires Returned N = 93

#1 Have you talked with a MAP Counselor this year?
73 Yes 20 No

#3 Which of the following best describes your reason for seeing a Counselor?
44 Course Schedule (Academic Advising)
27 Vocational
10 Personal
1 Other

#4 How helpful was your Counseling Experience?
39 Very
34 Some
0 None

According to our files on student visits, 56% of the total MAP population did at one time during the course of the year see a MAP Counselor, as compared with 15% of the university population that see counselors in the Counseling Center. (Information obtained from statistics in the Counseling Center.)

We were quite pleased with these results and felt that the individual counseling services we provided were well utilized and perceived by students as being effective.

B. Career Life Planning Workshops

Two career-life planning workshops were conducted for MAP students during the winter quarter in Prout Hall. Of the 48 students who originally signed up for these workshops 41 participated. Participants were asked to complete two interest inventories, the Strong Vocational Interest Blank (SVIB) and the Kuder Occupational Interest Survey (OIS) before the workshops began. Each workshop included an introductory session on factors in vocational planning, vocational development theory, and information regarding vocational resources on campus. During the second session the vocational interest inventories were interpreted and during the third and final session a member of the Career Planning and Placement Office discussed job opportunities and the world of work with workshop participants.

All participants were asked to complete a pre-workshop questionnaire which asked questions about their vocational plans and a post workshop evaluation form. Only 33 students returned the pre-workshop

questionnaire. Contrary to expectation only 13 of these students indicated that they were undecided about a major area of study. Most participants had signed up for the workshops with the hope of confirming their choices of majors or learning more about the fields of work in which they were interested.

Only 26 of the 41 workshop participants returned the post-workshop evaluation form. No major changes in career planning occurred as a result of the workshop. Three students who initially had major selections became undecided about their choices after the three sessions. Twelve students indicated that they felt the workshop had helped them clarify their major choice while 14 indicated no change. Seventeen participants had a clearer idea of their interests after the workshop while 7 indicated no change and 2 were somewhat less clear. Of the 26 participants returning the post-workshop questionnaire 23 indicated that the workshops were somewhat or very helpful to them while 3 felt they had not been helped in any way. Most participants indicated confirmation of choice of major at post-test. The initially undecided students remained undecided although several stated that they had a better idea of their interests and clearer perception of possible majors after the workshops. Since the total time between completing the pre- and post-workshops questionnaires was only about four weeks it seems unrealistic to expect radical changes in career orientation in that brief time period. The workshops were mainly an opportunity for students to think more about the directions in which they were proceeding vocationally. It may be useful to follow the

vocational development of these students next year.

C. Checking Student Progress

1. In an attempt to examine motivational factors, an analysis was done on the applications MAP students had filled out prior to the start of the academic year. The object of the study was to delineate the reasons why students did apply to MAP instead of a traditional freshman course of study.

   The study showed that the reason of smaller classes, closer relationships with faculty and a more personalized education was a major drawing factor. Of equal importance was MAP's characteristic of a shortened degree program (for financial and educational reasons). Students also applied to MAP because of their interest in opportunities of off-campus work study programs and programs aborad. Another reason was that MAP would allow a student more time to specialize in their major field of interest. Of lesser importance, although mentioned, were social reasons of meeting people and a new and different approach to education. (See Appendix C)

2. Another study was also completed to determine why certain students dropped out of the MAP project in the course of the year. Students dropped out of MAP automatically when they dropped out of Bowling Green State University. The number of students that fell into this category was 13 out of the 198 original population. A number of students dissociated themselves from the program (N = 29) in terms of non-participation with MAP component programs and failure to take evaluative

measures. Disassociation was attributed to:

(a) conflict with academic majors in that MAP components did not complete specialized requirements.

(b) a perception that MAP was disorganized and went back on promises.

(c) general indesiveness about plans for future.

(d) apathy.

An examination of the residential influence on attrition revealed that students were 10 times more likely to drop out (leave BGSU and dissociate from MAP) if they did not live in Prout Hall. (See Appendix D)

D. Coordination of Prout Hall

Prout Hall, one of BGSU's residence halls on campus, was the site of the original Humanities Cluster College. To avoid mechanical problems in the Winter, and because we felt there might be some advantages to housing MAP students together, we placed approximately 70% of our population in Prout Hall during Fall Quarter, 1972.

1. We wanted to investigate if the living-learning concept was more than a myth and see if homogeneous housing would have any effect on academic achievement. Next year this will be examined on a more vigorous basis. An inquiry was done stressing the need for experimentation. (See Appendix E)
2. Because MAP academic programs and MAP students were housed in Prout, a great emphasis was placed on the atmosphere that would be created by the residence hall staff. We were involved in selecting and training the staff that worked in Prout Hall.

Our objective was to have people who would understand MAP and its special needs and who would create an atmosphere that was flexible and creative for the students living there. We also coordinated faculty and dorm staff joint meetings. This led to an attitude of cooperation. Prout hall received a reputation on campus for being one of the nicer dorms to live in.

E. Coordination of MAP Project with Student Affairs on Campus

The counselors had to coordinate activities with the Student Affairs offices of Registrar, Housing, Placement, Admissions, Residence Life, and Student Activities. We also had to coordinate with the various colleges (Arts & Sciences, Business Administration, and Education) about academic advising.

The coordination involved communicating what MAP was doing and in some cases making special arrangements for the needs of our program. In some cases we were viewed as interfering with the "system" and rounds of debate often occurred before we were granted our requests.

F. Developing a Community of MAP Students

We wanted to distinguish MAP as a program that was student oriented and conveyed a philosophy about caring about each individual person. There were many attempts at making a students academic life and personal life a point of cohesion. We scheduled a number of social activities that provided the informal setting of students, faculty, and staff getting to know each other as people.

G. Serve as a Resource for Faculty.

We actively encouraged faculty to use us as a referral agent if they noticed students in their classes having difficulties. We were also resource people that could comment on student behavior

patterns. In some cases we provided faculty with our perceptions of MAP student needs. According to the MAP counseling proposal (Appendix A) we stated we would offer faculty workshops on basic counseling skills. However, no one accepted our offer; which may have been due to their unfamiliarity with this type of service.

H. Admission, Summer Pre-Registration, and Orientation of New MAP Students

The counselors assumed these areas of responsibility as they traditionally fall in Student Affairs. The preparation of procedures for these various activities required much time and coordination.

I. Participation in Evaluation of MAP

The counselors were involved with administering and intepreting certain test instruments. Input was contributed to the end of the year student evaluation of MAP by submitting specific items. The counselors were also actively involved in the recommendation process for granting a subset of MAP students junior status.

J. Student Advocates

Because MAP was a new experience for all involved, the needs of students were somewhat undefined at the outset. We felt a major role we had was to determine student needs.

Referring back to our survey (Appendix B) the following data was obtained.

#7. How responsive were MAP counselors to the needs of students?

58	Very	(N = 93)
13	Somewhat	
1	Not at all	
17	Can't say	
4	No response	

We tried to identify areas of concern ahead of time in a proactive fashion rather than a reactive way. The counselors assumed the role of troubleshooters, liaisons and ombudsmen between students and faculty.

III. Relationships with various MAP Component Programs

A. Little College

The counseling staff met with the Little College faculty on various occasions to discuss our services. They generally utilized us by referring certain students that were having difficulty. The faculty had identified these potential problems in their class contact with the students.

The counseling staff also interpreted the Omnibus Personality Inventory (OPI) to some of the individual Images sections of MAP students. The faculty chose this as one of their pre and post test evaluations.

B. Humanities Cluster College.

The goals and objectives of the Humanities Cluster were directly aligned to the philosophies the counseling staff was trying to implement. The living-learning concept was put to use and the idea of trying to integrate a student's personal and academic life was a reality.

The counseling staff actively coordinated faculty and residence hall staff discussions of common concerns centering around the students, the program and the dorm. The MAP counselors also handled all the mechanical problems of putting on an academic program in the dorm. Joint meetings were held frequently.

The counseling staff had an office (student room) in Prout Hall which was used for talking with the faculty and students. It became known as the "MAP RAP" Room. During the Cluster, the counselors spent a great deal of time in the residence hall in an outreach attempt to interact with students.

Unlike the other components, the Humanities Cluster Faculty involved the counseling staff in their curriculum. We presented several lectures and seminars with the basic theme of interpersonal communication. (Transactional Analysis - take off from I'm OK Your OK by Harris and Games People Play by Beirne was an example of such a lecture.)

The faculty of the Humanities Cluster and the Counseling Staff had an excellent relationship and our greatest impact as professionals was elicited this quarter.

C. Science Cluster

Basically the function of the MAP Counselors in the Spring Quarter Science Cluster was administrative (registration problems, grade problems, etc.).

The MAP Counselors met with the Faculty prior to the beginning of the Cluster to discuss the role of student development in their curricular program. There were diverse philosophies concerning the role of student development in the Science Cluster College experience. This was a result of the nature of the curriculum and the individual faculty members' perception of commitment to developing the student socially and personally.

The Science Cluster's home was in Prout Hall, although the faculty did not see the "living-learning" concept as an essential part of their program. They used the dorm as a facility - including faculty offices, classrooms, and a computer room.

The role of the Counselors in relation to the Science Cluster Faculty was vague.

IV. Summary

After reflecting on a year filled with innovations, satisfactions, and frustrations, we can comment that Counseling was an integral part of the MAP project. We got to know the majority of MAP students (due to our availability and visibility philosophy) on an individual basis. Viable programs and functions were offered, many developed to meet the needs of the students in the program. We tried to develop a MAP community of faculty, students, and staff where people felt a part of something. From our professional backgrounds we "poured" our student oriented, student development philosophies into the MAP project, an academically based program. They were received differently by various faculty members, but we did begin to penetrate and have some meaningful impact. Basically we tried to make a student's freshman year a more meaningful cohesive experience, both personally and academically.

Nevertheless, an examination of last year does reveal specific problems we encountered:

1. Not ever faculty participant in MAP was student-oriented; therefore there were occasional conflicts in philosophy.
2. Because our roles were defined so vaguely at the beginning, it took a while to articulate our function. We had to combat the idea that counseling was peripheral rather than integral. The role of student services at a university is often misunderstood and counselors and student personnel professionals traditionally have a credibility gap with acamedicians.
3. The needs of the program did not demand Ph.D. Counseling Psychologists and their specific expertise. Rather the role

of a MAP Counselor became increasingly diverse and required a generalist in student affairs with a strong counseling background. The Counseling area of MAP has been redefined for next year in terms of an **area of Student** Development. A Student Development Specialist will be in charge of the area, along with an assistant (graduate student in College Student Personnel) and two peer advisors (former MAP students). (See Appendix F)

4. We were often bogged down in housekeeping functions and there was not enough time for research in the areas of affective development.

The second year of MAP will begin with many advantages. We are aware of our problematic areas and will try to plan ways of alleviating some of these difficulties. The MAP Counselors are convinced of the importance of student development and counseling in the MAP project. Aside from the specific services and functions provided, we tried to "humanize" the program for the students. Response from students indicates we were successful in our attempts.

APPENDICES

Appendix A

MAP COUNSELING

Bowling Green's Modular Achievement Program stresses a concern for individual achievement and for the measurement of that achievement. Furthermore, it attempts to relate achievement to the goal orientations of the individual student. Smaller classes, more personal contacts between faculty and students, and closeness between students facilitated, in the cluster program, by residence in the same living unit are all believed to create an atmosphere conducive to intellectual, emotional and social growth. At the same time these very factors will undoubtedly occasion stresses and concerns which students will not be completely able to cope with on their own. College students are at a point in their personal development where the search for identity and the defining of personal value systems are major concerns. Other overriding concerns for many students are the choice of a major course of study and worry over career opportunities after graduation. Counselors trained in interpersonal helping skills can contribute to the program by assisting students in working through the goal definition and developmental concerns they experience in college.

In the MAP proposal the duties of counselors are envisioned to be the following:

(1) To provide a training workshop for faculty-counselors, presumably to acquaint faculty with basic counseling skills and testing instruments.

(2) To provide academic and career counseling for students.

(3) To aid in the assessment of MAP student motivation and performance.

In order to fulfill the above functions and to achieve the overall goals of promoting the MAP student's intellectual, emotional, and social growth during his college career the following objectives are proposed:

Services to Students:

1. Counseling on a voluntary basis will be provided for students experiencing educational, vocational, and personal-social difficulties.

Rationale

It is assumed that students will be encouraged but not coerced to seek counseling. Successful counseling is contingent on a person's motivation for counseling and change. It is also assumed that counselors are not viewed as functioning "in loco parentis." A counselor does not make decisions for a student but helps him/her to arrive at decisions which the student feels comfortable accepting. In addition to this, the counseling relationship is a confidential situation, with student rights despected.

Past experience indicates that the more visible counselors are to students the more use students make of counselors. Informal contacts with students in the dining halls and residence halls in addition to occasional classroom contacts should be considered a legitimate use of counselor time.

Possible Assessment

(A) Number of students by category seen in counseling.
(B) Counseling assessment blank filled out by students who have been in counseling.

2. Vocational-Life Planning Workshops emphasizing the building of personal goals predicated on current ~~self~~ knowledge of abilities, interests, and values, and knowledge of the world of work will be offered each quarter for interested students. Students with undeclared majors will especially be encouraged to participate in these workshops.

Rationale

It is assumed that each MAP student will be evaluated by an advisory board to determine whether he has met the criteria for advancement to a further academic level. In addition this board is to advise a student how he/she might best meet the goals he/she has set for himself. These workshops can aid students in the setting of personal goals which they will presumed to have considered before talking with their advisory-examining committee.

Possible Assessment

(A) Pre-post measures of goals and ratings of comfort and certainty regarding these goals.

3. Interpretation of non-academic test results will be provided to students individually or in groups. Counselors will interpret personality inventory results to students in small group discussions. Other testing such as Vocational Interest Inventories will be available to students and will be interpreted in groups or individually.

Rationale

Most faculty members are not as accustomed to interpreting psychological tests as counselors are. This procedure for personality inventory interpretation both assures a greater uniformity of interpretation across classes and greatly reduces the amount of time needed for accomplishing this task. Those students who wish to discuss their test results in more detail with a counselor will be encouraged to do so.

4. Rapp sessions for students, MAP faculty, and administrators will be offered several times each quarter.

Rationale

These sessions will allow participants in MAP to discuss common concerns in an open group session outside of the classroom. Counselors will function as facilitators in these sessions.

Service to Faculty:

1. Workshops on basic counseling skills will be provided for interested faculty.

Rationale

The MAP proposal envisioned this from the start. This activity is contingent upon faculty members' interest.

2. Counselors will consult with faculty members regarding student concerns and interpretation of testing instruments.

Rationale

Counselors will work closely with faculty for the benefit of students in need of assistance. Joint sessions with a particular student, a faculty member and a counselor may be appropriate from time to time. It is assumed that the faculty has primary responsibility for the academic advising function in MAP and most of this will be cleared with the appropriate faculty member when students request specific advising information from counselors.

3. Counselors will provide feedback to faculty and MAP administrators concerning the needs of students in MAP.

Rationale

Through their contacts with students, counselors should require a sensitivity to common concerns and complaints of students occasioned by the MAP program. Recommendation will then be made to administrators and faculty when this seems appropriate.

Appendix B

MAP Counseling Survey

Sex: ___F Major:_____

___M College:_____Arts & Sci. _____Business _____Education

1. Have you talked with a MAP Counselor this year? ___Yes ___No
2. If Yes, where? _____MAP Office _____Prout Hall _____Counseling Center
3. Which of the following best describes your reason for seeing a Counselor?
   _____Course Schedule _____Vocational _____Personal _____Other
4. How helpful was your counseling experience? _____Very _____Some _____None
5. Have you taken any vocational tests this year? _____Yes _____No
6. If Yes, how helpful were they? _____Very _____Some _____None
7. How responsive were MAP counselors to thenneeds of students this year?
   _____Very _____Somewhat _____Not at all _____Can't say
8. In my opinion coming for counseling demonstrates: weakness strength
   |_____|_____|_____|_____|_____|
9. Do you remain interested in a time-shortened baccalaureate? _____Yes _____No
10. To what extent have you been motivated during this year by the possibility of a time-shortened baccalaureate?
    _____Very much, it has been uppermost in my mind
    _____Somewhat, there have been other important considerations
    _____Clearly it has been of secondary importance to me
    _____Not at all, it has rarely occured to me

COMMENTS:

Appendix C

MAP Application Study

In an attempt to delineate the reasons students had in choosing the MAP Program instead of a traditional freshman course of study, applications to the program were reviewed. It would be fair to say that this report represents the original interest of students applying to the MAP Program. The MAP application entailed the writing of a short essay concerning career objectives and how MAP would be appropriate to student needs, and specifically to the individual submitting the application. Two-hundred and eighty-three applications were reviewed. Approximately 90% of the applications elicited 1 or more responses while 10% of the applications gave no responses. All together there were 283 responses elicited. In reviewing applications the most important reasons for the student's interest in MAP were identified and recorded. The areas of interest comprised the following categories:

Category 1 - Smaller classes, closer relationships with faculty, better learning experience, more personalized education.

Category 2 - Social reasons; meeting people, establishing good human relationships.

Category 3 - Opportunities of off-campus work study programs, program abroad.

Category 4 - Shortened 3 yr. degree program - to get out of school earlier and get on with work plans or graduate school.

Category 5 - Shortened 3 yr. degree program - for financial reasons.

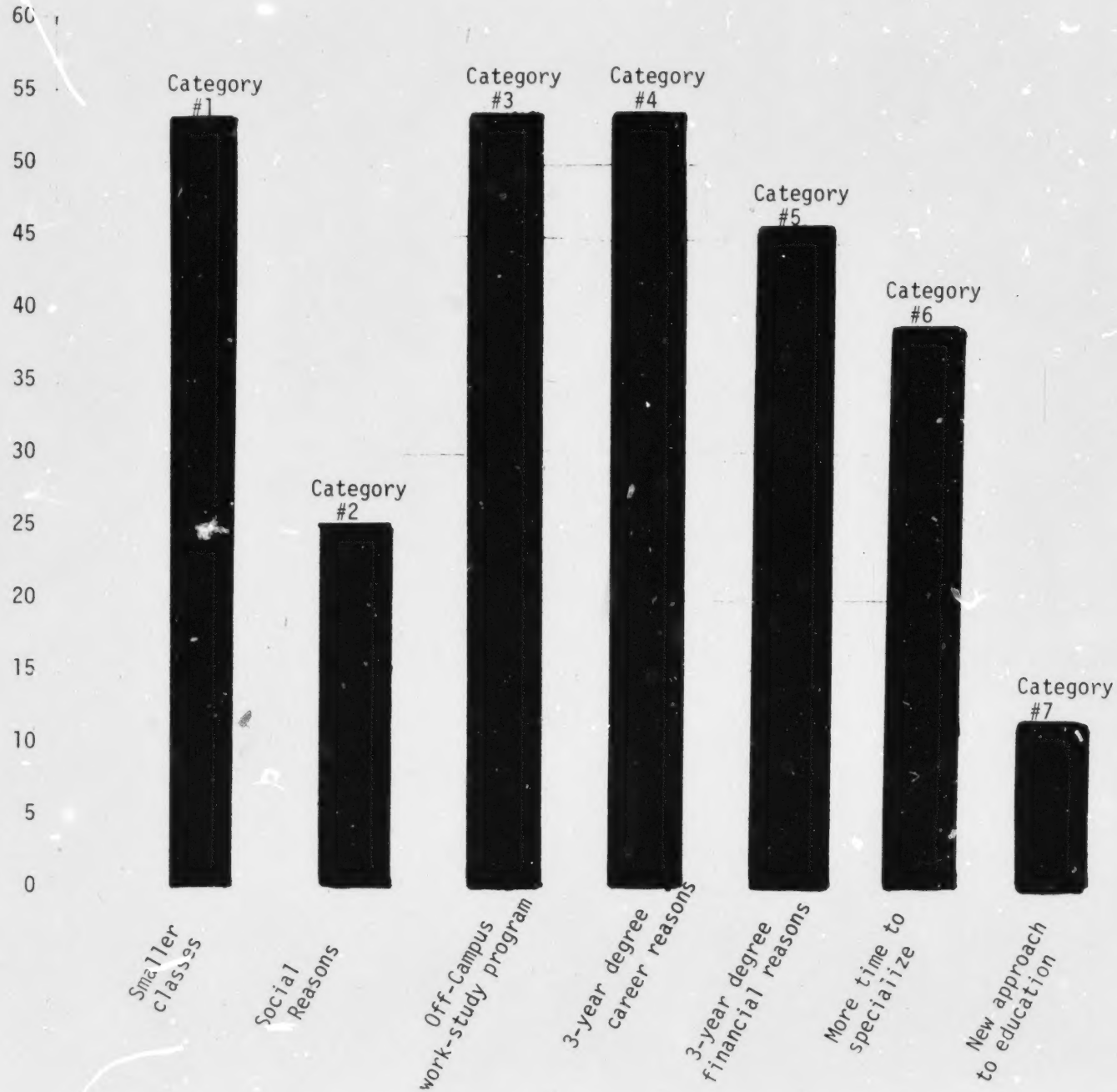
Category 6 - Program would allow more time for student to specialize in major field of interest while in college.

Category 7 - New and different approach to education.

Responses Elicited

Category 1 - 53
Category 2 - 25
Category 3 - 54
Category 4 - 54
Category 5 - 46
Category 6 - 39
Category 7 - 11

RESPONSES ELICITED



Appendix D

Attrition of MAP Students

The following report is descriptive in nature. The information and data was gathered by two means: reviewing records and telephone conversations.

Definitions:

There are two separate categories of students that dropped out of MAP:

1. Students who have dropped out of the University due to personal or academic reasons.

2. Students who have disassociated themselves from MAP after the Fall Quarter "Little College" experience. Disassociation is defined as all of the following:

   a. no participation in MAP components (Humanities Cluster, Science Cluster, or Humanities Quarter).

   b. failure to take any of the pre and post testing requested by MAP for Winter and Spring Quarters.

   c. failure to take the URE.

General findings:

Out of 198 original MAP students who were registered for the Little College, 156 remained in MAP until the end of the 72-73 academic year. There were a total (1 & 2) of 42 drop outs - 21% of the total MAP population dropped out of the program.

1. MAP students who dropped out of the University:

   T = 13 students
   6.6% of Total MAP population

2. MAP students who disassociated themselves from the program:

   T = 29 students
   14.4% of Total MAP population

The students were polled as to the reasons for their disassociation from MAP. A total of 8 people responded to the question. There were 21 "no responses." Out of those contacted the following items emerged (in descending order of frequency) as the cause of their non-MAP status: [Please note the numbers in the parentheses indicate total responses elicited. Some students had more than 1 response.]

(5) 1. Conflict with Academic Majors specifically Music, Elementary Education, Special Education, Science, Math, and dual majors. The biggest problem was that MAP components did not meet requirements of their specific program and the students did not feel the components were relevant to their needs.

(2) 2. MAP program was disorganized especially about entrance into the Humanities Cluster College. "One never knows what to expect from MAP" and "Going back on promises" were sentiments expressed.

(2) 3. Indecisiveness about plans for the future (transferring to a different school, might drop out next year).

(1) 4. Did not see the 3-year baccalaureate as a possibility.

(1) 5. General apathy - not caring about program.

(1) 6. Because of non-participation in the Humanities Cluster - student felt out of the "mainstream" of MAP.

Residential Influence on Attrition

Total MAP drop-outs (42) reflected the following percentages in terms of their residence hall assignments:

*6% of Prout-MAP population dropped out

59% of Non-Prout-MAP population dropped out

*percentages calculated on separate MAP populations in and out of Prout Hall (Prout = 140, Non-Prout = 58)

1. Students who dropped out of the University (T = 13).

(3) - 2% of Prout-MAP population dropped out of the University.

(10)- 17% of Non-Prout-MAP population dropped out of the University.

2. Students who disassociated themselves from the MAP program (T = 29).

(5) - *4% of Prout-MAP population dissassociated themselves from the program.

(24)- 50% of Non-Prout-MAP population dissassociated themselves from the program

*Percentages based on Separate Prout and Non-Prout populations minus the Category 1 dropouts from each respective population.

Appendix E

Living-Learning in Residence Halls

and the

Modular Achievement Program

The concept of the residence hall as a living-learning unit, that carries some credibility in the academe, is a much discussed issue.

The following attempts to give a basic overview of the literature concerning residential programs and their impact on the educational experience. The review is by no means comprehensive, and the reader is invited to pursue the literature further. The latter part of this investigation denoted as "commentary" is based on the research, opinions of experts in the field of student personnel, and my own experience with residence halls and students. Finally there is an attempt to apply the relationship of the living-learning concept and the MAP project - it is entitled "recommendations."

The idea of grouping students to foster student achievement, either academically or socially, has resulted in many different applications. Murray (1961) found that roommates influenced one another's scholastic performance, and Crew & Giblette (1965) found that students grouped by course enrollment influenced each other's scholastic performance. In contrast Elton & Bates (1966) found no significant results from reserving rooms for students with similar academic majors. De Coster conducted a study at the University of Florida. During the 64-65 and 65-66 school years, living assignments for groups of high ability students were such that these students formed 50% concentrations in certain residence halls. Control groups of students were randomly assigned to other residence halls. For both years compared to the scattered high-ability students, those living in the homogeneously assigned residence hall had better academic success and perceived their living quarters as more desirable. (Feldman, 1969)

Ronald G. Taylor of the University of Minnesota and Gary R. Hanson of the ACT Program conducted a study entitled, "Environmental Impact on Achievement and Study Habits " (1971). The purpose of this study was basically to examine the effects of homogenous housing in a residence hall on study habits and cummulative achievement patterns. The sample consisted of Institute of Technology freshman (engineering students) who (a) lived in homogeneous residence hall houses (b) lived at random throughout the residence halls and (c) were commuters during the 68-69 school year.

Statistical analysis was made across samples for academic achievement. A 2 x 2 chi-square test of significance was used to compare the number of students above 2.00 GPA and below 2.00 GPA for each of three comparisons:

Homogeneous housing vs. random housing
Homogeneous housing vs. non-residence housing
Random housing vs. non-residence housing

Results

A significantly higher number of homogeneous housed students in comparison to randomly placed and non-residence hall students achieved above a 2.00 GPA each quarter. There were no significant differences between random and non-residence hall students.

Results of this study indicated cumulative achievement was significantly better for engineering students living in a homogeneous residence hall situation when compared with randomly assigned and non-residence hall engineering freshmen and this suggests that the influence of peers with common interest and common courses had a strong and positive effect on achievement.

Robert D. Brown in his study (1972) elaborates on some general assumptions about residential colleges. He feels that psychosocial development of students interacts with their cognitive development and separating the intellectual development of students from their personal development is artificial. In addition to this he states that peer group influence is the most prominent dimension in any collegiate environment and has been found to have as much, if not more impact on student attitudes than does faculty or curriculum.

The merging of some of these assumptions led to the establishment of living-learning centers at Michigan, Santa Cruz and Nebraska's Centennial College. The outcomes of the Nebraska program have been examined through a number of different evaluation tactics. Personal interviews, observations, questionnaires, and self-reports formed a part of the assessment process. Also included were standardized questionnaires such as the College Student

Questionnaire, College and University Environment Scales, and Omnibus Personality Inventory. A control group was utilized.

The results of the study was broken down into four categories - including creation of a sense of community, student-faculty relationships, student-student relations and learning environment. Specifically relating to the learning environment the program did have a positive impact on the students' academic styles and intellectual orientations. Compared to regular university students more Centennial students used the library and read books that were not required reading and showed a preference for participatory academic activities. The Centennial students showed a profoundly greater interest in reflective thought, showed more fondness for novelty and generally greater openness and receptivity.

Grade point averages and critical thinking skills revealed no significant difference between the Centennial studens and regular university students. Generally the Centennial student manifested changes in intellectual attitudes but not in intellectual skills.

A final outcome was that the Centennial student was much more satisfied with his first year of college than were his counterparts in the regular university.

Robert Snead and Richard Caple of the University of Missouri did a study (1971) centering around Holland's theory of vocational choice which emphasizes the importance of social interaction as a variable in determining achievement and personal satisfaction with a vocational choice. To assess the environmental situation the Environmental Assessment Technique was used in this study. The instrument possessed moderate validity and high retest reliability over a one year interval. The major questions asked was "What is the effect on academic achievement of congruent groupin

(living in same residence hall of male and female students) by Hollands categories of academic majors?

Results

In general there seemed to be a positive environmental effect upon the realistic male students' academic achievement. The finding supported the male academic achievement to a larger extent than it did the academic achievement of social females. In general it seems that homogeneous grouping of students in residence halls may have some positive effects and is worthy of further experimentation.

David DeCoster (1969) reported on a pilot project at the University of Florida:

> "To find campus living patterns conducive to intellectual satisfaction, a University of Flordia project under a U.S. Office of Education grant observed 127 freshmen who were divided into four groups. One group had a teacher-counselor (the freshman logic instructor became his pupils' academic adviser for three semesters), one had coordinated assignments (living with students with whom they shared courses of study), one had both, and a control group had neither. Students and faculty reported their reactions, a questionnaire elicited information on attitudes from students, and academic records were evaluated.
>
> Experimental and control groups showed no important differences in logic grades, cumulative grade-point averages, or attrition. Although the questionnaire did not register the more meaningful relationship between a student and af faculty member, experimental students' reports were keenly appreciative. Experimental students developed more satisfying friendships among peers than did other students, and were happier with university life, feeling that the program enhanced their personal identity, reduced stress, and increased the pleasure of learning."

Much research has been generated by University of Michigan's residential college (RC). The following summary below reports findings from the initial year of data collection on U-M's Residential College (RC). The research is based on responses to "standard scales and inventories,

to specially divised questionnaires and to interviews." The groups studied and compared were (1) freshman accepted to RC (2) a group rejected by RC only because of space limitations (3) LSA freshman who did not apply to RC (4) random sample of freshman honors students. The following summary is taken from the book, The Cluster College edited by Jerry Gaff. The summary appeared in "Memo to the Faculty," (1970, a U of M publication.)

> "The program and setting of the Residential College appeal particularly to entering students high in "academic" and "nonconformist" interests; in these respects they resemble Honors students more closely than rank-and-file students in the parent college. (These differences cannot be accounted for by the fact that 10 percent of the RC population are Honors-calibre students, while the LSA groups include few or none.) Further, the 13 (among 14) scales that differentiate between RC and LSA groups at high levels of significance are precisely those that have high loadings on a general characteristic labeled "Intellectual Openness," as identified by cluster analysis.
>
> There were few differences in anticipatory images of RC and LSA freshmen with regard to intellectual and academic aspects of their respective college environments. But RC freshmen, whose anticipations were in many respects not very accurate, did view their future "college home" as an alternative to a relatively impersonal, competitive, and possibly confusing experience of a large university. Their general "intellectual openness" was associated with expectations not of a particularly intellectual environment,

but rather of one characterized by friendliness and fairness, with promise of responding to their own needs for personal development.

Toward the end of their first year in college, RC students consistently reported more satisfaction with faculty, with administration, and with fellow students than did their contemporaries in LSA. These diverse evaluations of demonstrably different college environments represent one kind of impact; but a more educationally relevant dimension has to do with changes in Family Independence, Social Conscience, Cultural Sophistication, and Liberalism. In spite of the fact that RC freshmen initially scored significantly higher than either LSA control group on each of these four scales, the increases by RC students were greater than those of the controls (at significance levels ranging from .1 to .001). Such accentuation of characteristics on which RC freshmen were initially high appears to be a joint outcome of (1) the "fit" between their intellectual dispositions and the college environment and (2) their relatively great "sociability" which facilitated their exploration of that environment.

Furthermore, the individuals in the Residential College who changed most in these ways were those who were initially most "open" intellectually and/or socially, and who later most fully exploited the resources of an environment congenial to those dispositions - an environment which, in fact, they helped create. Others in that college, being less "open," did not "use" its resources in the same ways, thus resembling students in the

"conventional" control populations who were typically less open initially, and whose environment did not offer similarly congenial impetus to change."

Additional comments:

Robert D. Brown (1967) comments on residence hall environment:

"A situation which throws people together in a university but provides little shared intellectual experience will quite naturally lead the students to seek ways of interacting that are not necessarily congruent with the purposes of the university. Therefore the university should consider new ways of grouping students in the curriculum, in the residential arrangements and in scheduling so that large numbers will have some common shared intellectual life which will serve as a foundation for intellectual and social interaction."

Brown in the ACPA monogram "Student Development in Tomorrow's Higher Education - A Return to the Academy"(1972) responds to the Carnegie Commissions Report "Less Time - More Options" by the following statements:

"Students participating in these new educational options are going to have many of the same developmental concerns as students in more traditional settings. In fact, their need for some services may be greater. More options may lead to more anxiety and more uncertainty. Student personnel functions and services are needed.

The environmental factors that hold the most promise for affecting student developmental patterns include the peer group, the living unit, the faculty and the classroom experience."

Nevitt Sanford in his book Where Colleges Fail (1967) states:

"The peer culture is probably the most influential force on a student's development in college. Students should be influenced by

faculty and administration and this will come about when more meaningful relationships are established.... If the content of the peer culture could be changed to be more aligned with academic goals a better educational environment would exist."

Commentary:

The research concerning living learning units is not fully conclusive. However certain trends emerge which deserve consideration. There is an attempt to develop a student both academically and personally as a total person. It is suggested that these two areas of development ought to be done in a cohesive manner and should not be separated. Since the environmental press is an important influence in the developmental process of a student, a residence hall is a logical place to integrate both personal and academic concerns.

Two "impacts" on students as they go through their college experience seem to be the peer group and faculty. Faculty interaction with students seems to be vital and the residence hall is one way of providing an informal setting for such an interaction to take place. The peer group already influences students both socially and personally. To direct the peer group to intellectual influence would be an attribute to the overall learning process.

Out of the research most studies indicate that there is a great deal of student satisfaction with residential programs. To give testimony to this the following are quotes from some Humanities Cluster College students taken from their evaluations of the Winter quarter experience:

> "Living and learning together in the dorm was definitely a good aspect of Cluster. After clan sessions and later we had time to get together and talk and learn about each other. I feel Cluster and Prout is really special. There's a neat type of atmosphere here and its so nice to know most everyone in the hall."

"The value of living and learning in one building was that one could get to know the other people in Cluster College better by not having to go separate ways after class. Things discussed in class stick with one outside of class and things discussed outside of class stick with one during class."

"The living-learning situation was advantageous in that it brought about more discussions between students about the humanities than would normally be expected."

"I think the Cluster experience will cause us to think of the university as a whole, as more than a computerized dehumanizing institution... It was great living with the same people who were in your classes. It gave a common bond to all of us, something we could get together and discuss."

"An advantage to this situation is the fact that nearly everyone in the dorm experiences the same learning process, the same material, at the same pace. This leaves an open path for students to help one another whenever possible, it provides for continuing discussions outside of the clans, and gives everyone the chance to create and participate in events together."

The living-learning experience in Prout Hall, especially during the Humanities Cluster Experience, has developed a community of students who shared intellectual interests. There was a positive feeling of students toward the faculty in terms of meaningful relationships. Finally there

seemed to be general student satisfaction with the experience as measured by the Student Evaluation Form.

Recommendations:

1. MAP in its commitment to offer curricular options to the student should include residential experiences (such as the Humanities and Science Clusters) as a definite set of these options.

2. MAP has defined one of its purposes as improving undergraduate education especially in the freshman year. Undergraduate education would hopefully include the developmental process of the student. Since the environment is an influence in this developmental process, the residence hall should be considered as a viable setting to be utilized in the overall learning experience of the student.

3. Attempts should be made to evaluate the living-learning concept specifically as the MAP program applies it to the BGSU campus in the following ways:

   a. Does grouping students together have any effect on academic achievement?
   b. Does grouping students together increase student satisfaction with their college experience?
   c. Does grouping students together effect their developmental process?

The research suggests that the residence hall is a setting that might enhance the academic learning process through peer influence, faculty interaction, and a community atmosphere. There seems to be a basis to experiment and evaluate the implications of this as it applies to the MAP program and the BGSU campus.

Diane DeVestern
Residential Coordinator
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April 10, 1973

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Appendix F

JOB DESCRIPTION FOR A STUDENT DEVELOPMENT SPECIALIST IN THE MODULAR ACHIEVEMENT PROGRAM

The Student Development Specialist would be a person who is flexible enough to work in all areas of student affairs. An analogy could be made to an Assistant Dean of Students for a mini-college of 300 students. The graduate student development specialist would be directly responsible to the full-time person assigned to the MAP program (also a student development specialist). Characteristics of this person would be someone who could relate to students, faculty, and administrators on a sincere and professional level. The S.D.S. would also have to exhibit an interest in innovative programs of higher education, especially as they relate to undergraduate education. The person involved in the MAP project is one that sees the need for integrating a students academic pursuits with the developmental process as the student goes through their college experience. The following are specific areas of responsibilities that the student development specialist would be concerned with:

Individual Counseling. To assist students with personal, social, educational-vocational types of problems and refer them when the need dictates.

Career Life Planning. To assist students in articulating their career goals. Offer Career-Life Planning Workshops and keep in close communication with the Placement Office in terms of referral and information.

Student Progress. Periodically assess students satisfaction and performance in the program by conducting personal interviews and general feedback discussions.

Coordinate Student Activities. Serve as an impetus for scheduling social events with the MAP student population to foster student-faculty interaction, student-student interaction plus the development of a "community."

Academic Advising. Advise students as to how MAP fits in with their degree and specific major. Advise on the scheduling of courses from quarter to quarter, along with the mechanics of pre-registration.

Faculty Development. Offer workshops on basic counseling skills for faculty. Serve as a feedback person who can identify student needs and relate them to the faculty. Help convey a "student personnel point of view" to the faculty teaching in the MAP project.

Research. Allow for the possibility of doing some investigation on relevant topics concerning some facet of the program.

Program Development. Be open and aware to suggest new ways MAP may expand and/or improve.

Residence Hall Concerns. Because some components of our program are residential the S.D.S. person is aware of the environmental impacts and is willing to coordinate faculty, students and staff to make the experience meaningful.

Staff Selection and Training. The S.D.S. participates in the selection and training of the R.A.'s, Assistant Director and Hall Director of Prout Hall (The official MAP Residence Hall).

Evaluation. The S.D.S. will attempt to evaluate programs offered to show their creativity to the academic community. The S.D.S. will also help create meaningful instruments of evaluation.

Admission Pre-Registration Orientation. The S.D.S. coordinates these functions as MAP recruits and admits new MAP students. It involves close communication with appropriate offices on campus.

Facilitors of Faculty-Student Interaction. The settings are: the residence hall, individual student counseling, student activities, and the classroom.

Liason with Student Affairs and College Student Personnel Depts. The S.D.S. has a responsibility to inform these departments of MAP's activities and use these offices as viable resources. Close communication is essential.